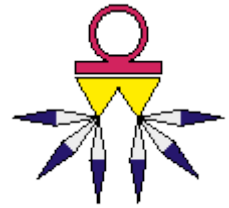


10 - 12



Eleventh Grade United States History II Grades 10-11

Utah State Standard 1: 6250-01-103

Era 4 Expansion and Reform (1801-1861)

(Lee Borup – author)

United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Objective 3: Analyze the growth and division of the United States from 1820 through 1877.

Topic. Students will examine and gain an understanding of the United States' policies relating to American Indians.

Desired Outcome: Students will examine the United States' policies relating to American Indians by researching Kit Carson, Government policy and the Navajos and their interaction in the 1860's.

Essential Question I - Students will expand their knowledge of pre-Reconstruction America

Assessment- Three possible assessment tools may be used (and I'm sure a teacher can think of many more). One assessment would be to have the students prepare written research supporting one position or another (Research Paper, Note cards for discussion, etc), another might be to simply have the discussion and grade by observation of participation and preparedness. The third might be to have each side prepare a powerpoint presentation of the information they gathered and present in support of their assigned position. It could even be in the form of a trial.

Overview

The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth and industrialization. The increasing complexity of American society, the growth of regionalism, and the cross-currents of change that are often bewildering require the development of several major themes to enable students to sort their way through the six decades that brought the United States to the eve of the Civil War.

One theme is the vast territorial expansion between 1800 and 1861, as restless Americans pushed westward across the Appalachians, then across the Mississippi, and finally on to the Pacific Ocean. Students should study how Americans, animated by land hunger, the ideology of “Manifest Destiny,” and the optimism that anything was possible with imagination, hard work, and the maximum freedom of the individual, flocked to the western frontier. While studying how the frontier experience indelibly stamped the American character, students should explore its ambivalent aspects: the removal of many Indians nations in the Southeast and old Northwest, acquisition of a large part of Mexico through the Mexican-American War, and abrasive encounters with Native Americans, Mexicans, Chinese immigrants and others in the West.

Instructional Strategies:

Scenario: You and three friends, Carl, Jeff and Gary, are traveling through Arizona and decide to go to Canyon De Chelly. When you arrive at Chinle, a town near the Canyon, you are told you need a Navajo guide to go into the Canyon. You locate one and he goes with you in your truck to begin looking at the ruins and petroglyphs found there. Before much is said one of your friends, Carl, proudly mentions that he is a descendent of Kit Carson, who he has been told was a great trapper and friend to the Indians. Your guide asks you to turn around and take him back. He tells you he will not desecrate the canyon by your presence, and he doubts any other guide will take you either. When you get back to your hotel you find out why he reacted that way and hear about the “Long Walk,” but your friend still insists that his Great-great grandfather was a hero and a good man. Apparently there is a great deal to understand about Kit Carson and his interaction with the Navajo, and there are, of course, two sides to every story. When you arrived home, Carl and Gary go off to collect evidence in support of Carson while you and Jeff look for more information on the “Long Walk” and Carson’s participation in it. After you have all four come to your own conclusions, you decide to meet with your history teacher and discuss what you found out. He is so impressed with your information he asks you to share it with your class.

Teacher’s Role:

Hand out the scenario. Divide the class into six groups of six and have three groups gather evidence to support the Navajo perspective, and three groups gather evidence to support Carson’s perspective. After the evidence is gathered, direct a discussion where both claims and assertions can be supported by the opposing evidence.

Here are a couple of sites to get you started:

<http://members.tripod.com/~bloodhound/longwalk.htm>

<http://www.legendsofamerica.com/NA-NavajoLongWalk.html>

http://www.pbs.org/weta/thewest/people/a_c/carson.htm

<http://www.desertusa.com/mag99/jan/papr/kitcarson.html>